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ABSTRACT

Developed as part of the Arkansas Minimum Performance Testing Program (MPT), these item specifications relate to the eighth grade language arts minimum performance test. There is one item specification for each instructional objective included in the MPT. Item specifications are intended to provide an overview of the general content and format of test items used to measure an instructional objective. Each item specification contains the following information: objective identification number; grade level; subject area; goal identification; skill description; stimulus attributes (information about the test item); response attributes (information about the correct answer and about possible incorrect answers); and sample items. Item specifications may be used in a variety of ways--for example, teachers may use them to develop evaluation instruments, to inform parents about the test, or to familiarize students with what to expect on the MPT. (SR)

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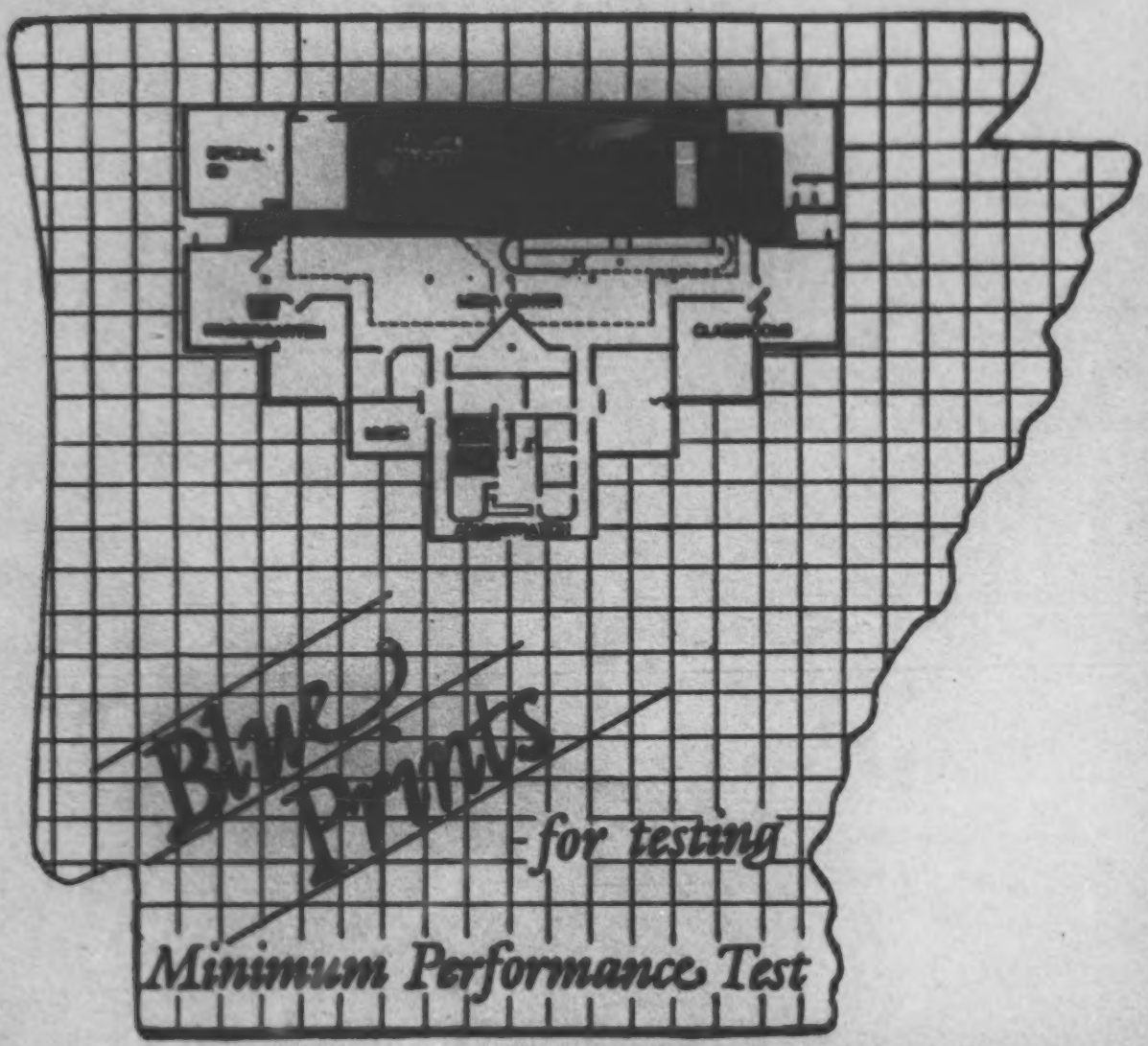

Item Specifications

Language Arts
Grade 8

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INTRODUCTION

These Item Specifications were developed by the Department of Education as part of the Arkansas Minimum Performance Testing Program (MPT). There is one Item Specification for each instructional objective included in the MPT. While all objectives are not necessarily tested every year, every objective included here may appear in the MPT.

The purpose of an Item Specification is to provide an overview of the general content and format of test items used to measure an instructional objective. Specifically, each Item Specification contains the following information:

* *Objective Identification Number*
* *Grade Level*
* *Subject Area*
* *Goal Identification*
* *Skill Description*
* *Stimulus Attributes (Format, Content, Directions)*
* *Response Attributes (Format, Content, Directions)*
* *Sample Item(s)*

The first five elements listed above are consistently labeled and defined to correspond with the Teachers' Guide and MPT materials. The Stimulus Attributes section contains information about the item stem (the question of incomplete statement that makes up the test question). Similarly, the Response Attributes section contains information about the correct answer and about possible incorrect answers. The Sample Item section provides examples of a test item or items which are similar to the items which may appear on the MPT.

These Item Specifications may be used in a variety of ways. Teachers may use them to guide them in the development of information evaluation instruments to determine whether or not students have mastered specific objectives. Teachers may also use these Item Specifications to inform parents about what their children will experience when they take the MPT. Teachers may also use these Item Specifications to familiarize students with what to expect on the MPT.

School administrators may used these Item Specifications when they communicate to the public about the MPT. The sample items may be useful in illustrating what mastery of an objective means.

It is important to understand that use of these Item Specifications does not in any way invalidate the MPT. None of the test items on these Item Specifications have appeared or will ever appear on the MPT. Using these Item Specifications in the classroom or as part of the instructional process is **NOT** teaching the test!

OBJECTIVE: 1.1

GRADE 8: LANGUAGE ARTS **GOAL: CAPITALIZATION**

SKILL: Recognize that the first word of a sentence is capitalized.

STIMULUS ATTRIBUTES:

A. Format

Type 1 a boxed selection with numbered lines followed by a direct question such as: Which line needs a capital letter?

Type 2 one to three boxed sentences with four underlined words preceded by a direct question such as: In the sentence (sentences) below, which word needs a capital letter?

B. Content

Type 1 selection limited to four sentences

Types 1 and 2
a. vocabulary seventh grade or below
b. first word of a sentence uncapitalized

C. Directions

Type 1 Read the passage below; then answer question ( ).

Type 2 N/A

RESPONSE ATTRIBUTES:

A. Format

Type 1 four numbers corresponding to lines listed vertically in ascending or descending order

Type 2 four words listed vertically as they appear in the sentence (sentences)

B. Options

Type 1 correct response: the number of the line with a word that needs a capital letter
distractors: numbers of lines containing correctly capitalized words

Type 2 correct response: the word requiring a capital letter
distractors: words correctly capitalized or words not needing capitalization

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SAMPLE ITEM: *Type 1*

Read the passage below; then answer question 1.

1 Carl and Mary were talking. Carl said,
2 "I read a book entitled The Last
3 Cowboy. the book was very interesting.
4 It was about cowboys and Indians."

1. Which line needs a capital letter?

A 1
B 2
***C** 3
D 4

SAMPLE ITEM: *Type 2*

2. In the sentences below, which word needs a capital letter?

Tomorrow is Lynne's birthday. We plan to surprise her with a party at the lake. will you help us?

A birthday
B surprise
C party
***D** will

OBJECTIVE: 1.2

GRADE 8: LANGUAGE ARTS **GOAL: CAPITALIZATION**

SKILL: Recognize that proper nouns and adjectives are capitalized.

STIMULUS ATTRIBUTES:

A. Format

Type 1 a boxed selection with numbered lines followed by a direct question such as: Which line needs a capital letter?

Type 2 one or two boxed sentences with four underlined words preceded by a direct question such as: In the sentence (sentences) below, which word needs a capital letter?

B. Content

Type 1 selection limited to four sentences

Types 1 and 2
a. vocabulary seventh grade or below
b. an uncapitalized proper noun or adjective

C. Directions

Type 1 Read the passage below; then answer question ( ).

Type 2 N/A

RESPONSE ATTRIBUTES:

A. Format

Type 1 four numbers corresponding to lines listed vertically in ascending or descending order

Type 2 four words listed vertically as they appear in the stimulus

B. Options

Type 1
correct response: the number of the line with a proper noun or adjective that needs a capital letter
distractors: numbers of lines with words correctly capitalized

Type 2
correct response: the proper noun or adjective that needs a capital letter
distractors: words correctly capitalized or words not needing capitalization

---

SAMPLE ITEM: *Type 1*

Read the passage below; then answer question 1.

1 Spaghetti is a delicious italian dish.
2 When Jim cooks dinner, he likes to
3 use recipes from other countries.
4 All of his friends like to come to eat.

1. Which line needs a capital letter?

• A 1
B 2
C 3
D 4

SAMPLE ITEM: *Type 2*

2. In the sentence below, which word needs a capital letter?

We plan to study the spanish and Mexican cultures on our visit to Yucatan next summer.

• A spanish
B cultures
C our
D summer

OBJECTIVE: 1.3

GRADE 8: LANGUAGE ARTS **GOAL: CAPITALIZATION**

SKILL: Recognize that the first word of a direct quote is capitalized.

STIMULUS ATTRIBUTES:

A. Format a boxed selection with numbered lines followed by a direct question such as: Which line needs a capital letter?

B. Content
1. vocabulary seventh grade or below
2. first word of a direct quote uncapitalized
3. selection limited to four sentences

C. Directions Read the passage below; then answer question ( ).

RESPONSE ATTRIBUTES:

A. Format four numbers corresponding to lines listed in ascending or descending order

B. Options correct response: the number of the line containing a word that needs a capital letter
distractors: numbers of lines containing correctly capitalized words

---

SAMPLE ITEM:

Read the passage below; then answer question 1.

> **1 Carl and Mary were talking.**
> **2 Carl asked, "did you read a**
> **3 book entitled The Last Cowboy?"**
> **4 "The book was very interesting."**

1. Which line needs a capital letter?

A 1
***B** 2
C 3
D 4

OBJECTIVE: 1.4

GRADE 8: LANGUAGE ARTS **GOAL: CAPITALIZATION**

SKILL: Recognize that the first word and all other important words of titles are capitalized.

STIMULUS ATTRIBUTES:

A. Format

Type 1 a boxed selection with numbered lines followed by a direct question such as: Which line needs a capital letter?

Type 2 a direct question such as: Which title is CORRECTLY (INCORRECTLY) capitalized?

B. Content

Type 1
a. vocabulary seventh grade or below
b. selection limited to four sentences

Type 2 N/A

C. Directions

Type 1 Read the sentences below; then answer question ( ).

Type 2 N/A

RESPONSE ATTRIBUTES:

A. Format

Type 1 four numbers corresponding to lines listed vertically in ascending or descending order

Type 2 four titles listed vertically

B. Options

Type 1
correct response: the number of the line with a word in a title that needs a capital letter
distractors: numbers of lines with correct titles

Type 2
correct response: the title correctly (incorrectly) capitalized
distractors: titles incorrectly (correctly) capitalized

SAMPLE ITEM: *Type 1*

Read the sentences below; then answer question 1.

1 Jerry brought a copy of Oliver Twist.
2 Mark Twain wrote huckleberry Finn.
3 Have you read The Old Man and the Sea?
4 I read Little Women for my book report.

1. Which line needs a capital letter?

A 1
***B** 2
C 3
D 4

SAMPLE ITEM: *Type 2*

2. Which title is INCORRECTLY capitalized?

A Oliver Twist
B Little Women
C Huckleberry Finn
*** D** The Old Man and The Sea

OBJECTIVE: 1.5

GRADE 8: LANGUAGE ARTS **GOAL: CAPITALIZATION**

SKILL: Recognize that the pronoun I is capitalized.

STIMULUS ATTRIBUTES:

A. Format

Type 1 a boxed selection with numbered lines followed by a direct question such as: Which line needs a capital letter?

Type 2 one or two boxed sentences with four underlined words preceded by a direct question such as: In the sentence (sentences) below, which word needs a capital letter?

B. Content

Type 1 selection limited to four sentences

Types 1 and 2 vocabulary seventh grade or below

C. Directions

Type 1 Read the sentences below; then answer question ( ).

Type 2 N/A

RESPONSE ATTRIBUTES:

A. Format

Type 1 four numbers corresponding to lines listed vertically in ascending or descending order

Type 2 four words listed vertically as they appear in the stimulus

B. Options

Type 1 correct response: the number of the line with the pronoun I needing to be capitalized
distractors: numbers of lines with correct capitalization

Type 2 correct response: the pronoun I uncapitalized
distractors: words correctly capitalized or words not needing capitalization

---

SAMPLE ITEM: *Type 1*

Read the sentences below; then answer question 1.

1	Tom gave him some clothes to wear.
2	Mary and i went to the art museum.
3	After she overcame her fears about
4	skating, she enjoyed it.

1. Which line needs a capital letter?

A 1
• B 2
C 3
D 4

SAMPLE ITEM: *Type 2*

2. In the sentences below, which word needs a capital letter?

We asked Josh and Maria to the Hawaiian party. I especially wanted them to enjoy the food.

A party
• B i
C them
D food

OBJECTIVE: 2.1

GRADE 8: LANGUAGE ARTS **GOAL: PUNCTUATION**

SKILL: Recognize that the end punctuation of a (declarative) sentence is a period.

STIMULUS ATTRIBUTES:

A. Format

Type 1 a boxed selection with numbered lines followed by a direct question such as: Which line needs a period?

Type 2 a boxed sentence without ending punctuation preceded by a direct question such as: In the sentence below, which is correct?

B. Content

Type 1
a. selection limited to four sentences
b. one sentence without the ending period

Types 1 and 2 vocabulary seventh grade or below

C. Directions

Type 1 Read the passage below; then answer question ( ).

Type 2 N/A

RESPONSE ATTRIBUTES:

A. Format

Type 1 four numbers corresponding to lines listed vertically in ascending or descending order

Type 2 the same word with different ending punctuation listed vertically four times

B. Options

Type 1
correct response: the number of the line that needs a period
distractors: numbers of lines containing correct punctuation

Type 2
correct response: the last word followed by a period
distractors: the word followed by other punctuation marks

SAMPLE ITEM: *Type 1*

Read the passage below; then answer question 1.

> **1 The cowboy said, "Jim, I need some**
> **2 help to find my horse." The cowboy**
> **3 had a saddle, a rope, and spurs.**
> **4 He couldn't find his boots or hat**

1. Which line needs a period?

A 1
B 2
C 3
•D 4

SAMPLE ITEM: *Type 2*

2. In the sentence below, which is correct?

> **She bought a new hat**

A hat?
B hat:
• C hat.
D hat!

OBJECTIVE: 2.2

GRADE 8: LANGUAGE ARTS **GOAL: PUNCTUATION**

SKILL: Identify a comma setting off the name or term used to address someone directly.

STIMULUS ATTRIBUTES:

A. Format

Type 1	a boxed selection with numbered lines followed by a direct question such as: Which line needs a comma?
Type 2	a boxed sentence with an unpunctuated name or term of address preceded by a direct question such as: In the sentence below, which is correct?
Type 3	a boxed sentence with numbered blanks preceded by a direct question such as: In the sentence below, which blank needs a comma?

B. Content

Type 1	selection limited to four sentences, one of which has an unpunctuated name or term of address
Types 1 2, and 3	vocabulary seventh grade or below

C. Directions

Type 1	Read the passage below; then answer question ( ).
Types 2 and 3	N/A

RESPONSE ATTRIBUTES:

A. Format

Type 1	four numbers corresponding to lines listed vertically in ascending or descending order
Type 2	the same name or term of address followed by different punctuation marks listed vertically four times
Type 3	four numbers corresponding to blanks listed vertically in ascending or descending order

B. Options

Type 1	correct response: the number of the line with a name or term of address that needs to be set off by a comma distractors: numbers of lines containing correct punctuation
Type 2	correct response: the name or term of address followed by a comma distractors: names or terms of address followed by other punctuation marks
Type 3	correct response: the number of the blank in which a comma belongs distractors: other numbered blanks in which commas are not needed

OBJECTIVE: 2.2 (cont.)

SAMPLE ITEM: ***Type 1***

Read the passage below; then answer question 1.

1 The cowboy said, "Jim I need some help
2 to find my horse." The cowboy had a
3 saddle, a rope, and spurs. He couldn't
4 find his boots or hat, and he was angry.

1. Which line needs a comma?

* A 1
  B 2
  C 3
  D 4

SAMPLE ITEM: ***Type 2***

2. In the sentence below, which is correct?

Jim I need some help to find my horse.

  A Jim
  B Jim.
  C Jim:
* D Jim,

SAMPLE ITEM: Type 3

3. In the sentence below, which blank needs a comma?

Jim ___ I ___ need some ___ help to find ___ my horse.
    1   2   3   4

* A 1
  B 2
  C 3
  D 4

OBJECTIVE: 2.3

GRADE 8: LANGUAGE ARTS **GOAL: PUNCTUATION**

SKILL: Recognize that the comma is used to separate words, phrases, etc., in a series.

STIMULUS ATTRIBUTES:

A. Format

Type 1	a boxed selection with numbered lines followed by a direct question such as: Which line needs a comma?
Type 2	a boxed sentence with numbered blanks preceded by a direct question such as: In the sentence below, which blank needs a comma?
Type 3	a boxed sentence with a missing comma preceded by a direct question such as: In the sentence below, which is correct?

B. Content

Type 1	selection limited to four sentences
Types 1 2, and 3	a. vocabulary seventh grade or below b. a word or phrase in a series with a comma missing

C. Directions

Type 1	Read the passage below; then answer question ( ).
Types 2 and 3	N/A

RESPONSE ATTRIBUTES:

A. Format

Type 1	four numbers corresponding to lines listed vertically in ascending or descending order
Type 2	four numbers corresponding to blanks listed vertically in ascending or descending order
Type 3	four words or phrases followed by commas listed vertically

B. Options

Type 1	correct response: the number of the line containing a word or phrase in a series that needs a comma distractors: numbers of lines with correct punctuation
Type 2	correct response: the number of the blank needing a comma distractors: other numbered blanks in which commas are not needed
Type 3	correct response: the word or phrase requiring a comma distractors: words not needing commas

OBJECTIVE: 2.3 (cont.)

SAMPLE ITEM: ***Type 1***

Read the passage below; then answer question 1.

> 1 The cowboy said, "Jim, I need some help
> 2 to find my horse." The cowboy had a
> 3 saddle a rope, and spurs. He couldn't
> 4 find his boots or hat, and he was angry.

1. Which line needs a comma?

A 1
B 2
*C 3
D 4

SAMPLE ITEM: ***Type 2***

2. In the sentence below, which blank needs a comma?

> Joanie ___ Janie, and ___ I ___ had
> 1 2 3
>
> fun playing ___ at the beach.
> 4

*A 1
B 2
C 3
D 4

SAMPLE ITEM: ***Type 3***

3. In the sentence below, which is correct?

> Joanie Janie, and I had fun
> playing at the beach.

A I,
B and,
*C Joanie,
D playing,

OBJECTIVE: 2.4

GRADE 8: LANGUAGE ARTS **GOAL: PUNCTUATION**

SKILL: Recognize that the comma is used to separate independent clauses joined by or, nor, for, yet, and, but, and so.

STIMULUS ATTRIBUTES:

A. Format

Type 1	a boxed selection with numbered lines followed by a direct question such as: Which line needs a comma?
Type 2	a boxed sentence needing a comma preceded by a direct question such as: In the sentence below, which is correct?
Type 3	a boxed sentence with numbered blanks preceded by a direct question such as: In the sentence below, which blank needs a comma?

B. Content

Type 1	selection limited to four sentences
Types 1 2, and 3	vocabulary seventh grade or below

C. Directions

Type 1	Read the passage below; then answer question ( ).
Types 2 and 3	N/A

RESPONSE ATTRIBUTES:

A. Format

Type 1	four numbers corresponding to lines listed vertically in ascending or descending order
Type 2	four words from the stimulus sentence followed by commas listed vertically
Type 3	four numbers corresponding to blanks listed vertically in ascending or descending order

B. Options

Type 1	correct response: the number of the line requiring a comma distractors: numbers of lines correctly puncuated
Type 2	correct response: the word requiring a comma distractors: words from the stimulus not needing commas
Type 3	correct response: the number of the blank needing a comma distractors: other numbered blanks in which commas are not needed

OBJECTIVE: 2.4 (cont.)

SAMPLE ITEM: *Type 1*

Read the passage below; then answer question 1.

> 1 The students and teachers publish
> 2 a school magazine. The magazine
> 3 uses mainly stories but it also
> 4 has other features.

1. Which line needs a comma?

A 1
B 2
***C** 3
D 4

SAMPLE ITEM: *Type 2*

2. In the sentence below, which is correct?

> **The students in Mrs. Webb's class went to the park but Mr. Jobe's students climbed the mountain.**

***A** park,
B class,
C climbed,
D students,

SAMPLE ITEM: *Type 3*

3. In the sentence below, which blank needs a comma?

> **The students in Mrs. Webb's class ___(1)**
>
> **went to the park ___(2) but Mr. Jobe's**
>
> **students ___(3) climbed ___(4) the mountain.**

A 1
***B** 2
C 3
D 4

OBJECTIVE: 2.5

GRADE 8: LANGUAGE ARTS **GOAL: PUNCTUATION**

SKILL: Identify quotation marks setting off the titles of songs, short stories, short poems, articles, essays, lectures, short plays, and book chapters.

STIMULUS ATTRIBUTES:

A. Format

Type 1 a boxed selection with numbered lines followed by a direct question such as: Which line needs quotation marks?

Type 2 a boxed selection containing four titles followed by a direct question such as: Which title is CORRECTLY punctuated?

B. Content

Types 1 and 2

a. vocabulary seventh grade or below
b. selection limited to four sentences
c. selection with unpunctuated titles from the skill list

C. Directions

Types 1 and 2 Read the passage below; then answer question ( ).

RESPONSE ATTRIBUTES:

A. Format

Type 1 four numbers corresponding to lines listed vertically in ascending or descending order

Type 2 four titles with quotation marks listed vertically

B. Options

Type 1 correct response: the number of the line with a title needing quotation marks
distractors: numbers of lines correctly puntuated

Type 2 correct response: the title correctly marked with quotation marks
distractors: titles incorrectly marked with quotation marks

SAMPLE ITEM: *Type 1*

Read the passage below; then answer question 1.

1 The movie Mad Max was exciting. I read
2 the book called Stories for Christmas.
3 Simon and Simon is a popular television
4 series. I heard the song, Jingle Bells
5 on the radio.

1. Which line needs quotation marks?

A 1
B 2
C 3
***D** 4

SAMPLE ITEM: *Type 2*

Read the question below; then answer question 2.

1 The movie Mad Max was very exciting.
2 I read the book called Stories for
3 Christmas. Simon and Simon is a
4 popular television series. I heard
5 the song Jingle Bells on the radio.

2. Which title is CORRECTLY punctuated?

A "Mad Max"
***B** "Jingle Bells"
C "Simon and Simon"
D "Stories for Christmas"

OBJECTIVE: 2.6

GRADE 8: LANGUAGE ARTS **GOAL: PUNCTUATION**

SKILL: Recognize that quotation marks are placed before the first word and after the last word of a direct quotation.

STIMULUS ATTRIBUTES:

A. Format a boxed selection with numbered lines followed by a direct question such as: Which line is CORRECTLY (INCORRECTLY) punctuated?

B. Content
1. selection limited to four sentences
2. vocabulary seventh grade or below

C. Directions Read the passage below; then answer question ( ).

RESPONSE ATTRIBUTES:

A. Format four numbers corresponding to lines listed vertically in ascending or descending order

B. Options correct response: the number of the line correctly (incorrectly) punctuated
distractors: numbers of lines incorrectly (correctly) punctuated

---

SAMPLE ITEMS:

Read the passage below; then answer question 1.

1 The cowboy asked, "Where is my horse?"
2 John told the cowboy "to look around."
3 The cowboy said "he wanted to help.
4 John said, I will help you after school.

1. Which line is CORRECTLY punctuated?

*** A** 1
B 2
C 3
D 4

Read the passage below; then answer question 2.

1 The cowboy asked for his horse.
2 John told him to look around.
3 The cowboy said he wanted help.
4 John said, I will help you after school

2. Which sentence is INCORRECTLY punctuated?

*** A** 4
B 3
C 2
D 1

OBJECTIVE: 2.7

GRADE 8: LANGUAGE ARTS **GOAL: PUNCTUATION**

SKILL: Recognize that quotation marks are not used with an indirect quotation.

STIMULUS ATTRIBUTES:

A. Format a boxed selection with numbered lines followed by a direct question such as: Which line is CORRECTLY (INCORRECTLY) punctuated?

B. Content
1. vocabulary seventh grade or below
2. selection limited to four sentences

C. Directions Read the passage below; then answer question ( ).

RESPONSE ATTRIBUTES:

A. Format four numbers corresponding to lines listed vertically in ascending or descending order

B. Options
correct response: the number of the line containing an indirect quotation correctly (incorrectly) punctuated
distractors: numbers of lines containing indirect quotations incorrectly (correctly) punctuated

---

SAMPLE ITEMS:

Read the sentences below; then answer question 1.

1	Rita told Mike that she had a job.
2	Mike said, Congratulations, Rita.
3	Mike told Susan "about a store sale."
4	Mike suggested, "they go to the store."

1. Which sentence is CORRECTLY punctuated?

* **A** 1
B 2
C 3
D 4

Read the sentences below; then answer question 2.

1	Rita told Mike that she had a job.
2	Mike said, "Congratulations, Rita."
3	Mike said, "Have you heard about the sale?"
4	Susan replied that "she wanted to go."

2. Which sentence is INCORRECTLY punctuated?

A 1
B 2
C 3
* **D** 4

OBJECTIVE: 2.8

GRADE 8: LANGUAGE ARTS **GOAL: PUNCTUATION**

SKILL: Recognize that titles of books, pamphlets, movies, radio, and television programs are underlined.

STIMULUS ATTRIBUTES:

A. Format

Type 1 four boxed sentences with numbers followed by a direct question such as: In which sentence should a title be underlined?

Type 2 a boxed incomplete sentence preceded by a direct question such as: Which completes the sentence below?

B. Content

Type 1 selection limited to four sentences with unpunctuated titles

Types 1 and 2 vocabulary seventh grade or below

C. Directions

Type 1 Read the sentences below; then answer question ( ).

Type 2 N/A

RESPONSE ATTRIBUTES:

A. Format

Type 1 four numbers corresponding to sentences listed vertically in ascending or descending order

Type 2 the same title with different punctuation marks listed vertically four times

B. Options

Type 1 correct response: the number of the sentence requiring an underlined title
distractors: numbers of sentences requiring quotation marks

Type 2 correct response: the title correctly underlined
distractors: the title incorrectly punctuated

SAMPLE ITEM: *Type 1*

Read the sentences below; then answer question 1.

1 Gone With the Wind is a classic movie.
2 Singing in the Rain was a popular song.
3 the Gold Bug is a short story by Poe.
4 Electronics is a chapter in the textbook.

1. In which sentence should a title be underlined?

*** A** 1
B 2
C 3
D 4

SAMPLE ITEM: *Type 2*

2. Which completes the sentence below?

I saw the movie entitled _____ at the Palace Theater.

A Star Wars
B "Star Wars"
*** C** Star Wars
D "Star Wars"

OBJECTIVE: 2.9

GRADE 8: LANGUAGE ARTS **GOAL: PUNCTUATION**

SKILL: Recognize that titles of long plays and poems published as separate volumes are underlined.

STIMULUS ATTRIBUTES:

A. Format

Type 1 four numbered sentences in a box followed by a direct question such as: In which sentence should a title be underlined?

Type 2 a boxed incomplete sentence preceded by a direct question such as: Which completes the sentence below?

B. Content

Types 1 and 2 vocabulary seventh grade or below

C. Directions

Type 1 Read the sentences below; then answer question ( ).

Type 2 N/A

RESPONSE ATTRIBUTES:

A. Format

Type 1 four numbers corresponding to sentences listed vertically in ascending or descending order

Type 2 the same title with different punctuation marks listed vertically four times

B. Options

Type 1 correct response: the number of the sentence requiring an underlined title
distractors: numbers of sentences requiring titles to be in quotation marks

Type 2 correct response: the title correctly underlined
distractors: the title incorrectly punctuated

SAMPLE ITEM: *Type 1*

Read the sentences below; then answer question 1.

1 Singing in the Rain is a popular song.
2 Electronics is a chapter in the textbook.
3 The Rime of the Ancient Mariner is a long poem.
4 The Gold Bug is a short story by Poe.

1. In which sentence should a title be underlined?

A 1
B 2
***C** 3
D 4

SAMPLE ITEM: *Type 2*

2. Which completes the sentence below?

_____ is a long poem by Edgar Allen Poe.

A The Rime of the Ancient Mariner
*** B** The Rime of the Ancient Mariner
C "The Rime of the Ancient Mariner"
D "The Rime of the Ancient Mariner"

OBJECTIVE: 2.10

GRADE 8: LANGUAGE ARTS **GOAL: PUNCTUATION**

SKILL: Recognize that names of newspapers and magazines are underlined.

STIMULUS ATTRIBUTES:

A. Format

Type 1 four numbered sentences in a box followed by a direct question such as: In which sentence should a title be underlined?

Type 2 a boxed incomplete sentence preceded with a direct question such as: Which completes the sentence below?

B. Content

Types 1 and 2 vocabulary seventh grade or below

C. Directions

Type 1 Read the sentences below; then answer question ( ).

Type 2 N/A

RESPONSE ATTRIBUTES:

A. Format

Type 1 four numbers corresponding to sentences listed vertically in ascending or descending order

Type 2 the same title with different punctuation listed vertically four times

B. Options

Type 1 correct response: the number of the sentence requiring an underlined title
distractors: numbers of sentences requiring titles to be in quotation marks

Type 2 correct response: the correctly underlined title
distractors: the title incorrectly punctuated

SAMPLE ITEM: *Type 1*

Read the sentences below; then answer question 1.

1 Singing in the Rain was a popular song.
2 The Gold Bug is a short story by Poe.
3 Electronics is a chapter in the textbook.
4 House Beautiful is a popular magazine.

1. In which sentence should a title be underlined?

A 1
B 2
C 3
*** D** 4

SAMPLE ITEM: *Type 2*

2. Which completes the sentence below?

_____ is a popular magazine.

*** A** House Beautiful
B "House Beautiful"
C House Beautiful
D "House Beautiful"

OBJECTIVE: 2.11

GRADE 8: LANGUAGE ARTS **GOAL: PUNCTUATION**

SKILL: Recognize that titles of paintings, statues, concertos, operas, ballets, and musical comedies are underlined.

STIMULUS ATTRIBUTES:

A. Format

Type 1 four numbered sentences in a box followed by a direct question such as: In which sentence should a title be underlined?

Type 2 a boxed incomplete sentence preceded by a direct question such as: Which completes the sentence below?

B. Content

Types 1 and 2 vocabulary seventh grade or below

C. Directions

Type 1 Read the sentences below; then answer question ( ).

Type 2 N/A

RESPONSE ATTRIBUTES:

A. Format

Type 1 four numbers corresponding to sentences listed vertically in ascending or descending order

Type 2 the same title with different punctuation listed vertically four times

B. Options

Type 1 correct response: the number of the sentence requiring an underlined title
distractors: numbers of sentences with titles requiring quotation marks

Type 2 correct response: the title correctly underlined
distractors: the title incorrectly punctuated

SAMPLE ITEM: *Type 1*

Read the sentences below, then answer question 1.

1 Verdi's La Boheme is a popular opera.
2 Singing in the Rain was a popular song.
3 The Gold Bug is a short story by Poe
4 Electronics is a chapter in the textbook.

1. In which sentence should a title be underlined?

*** A** 1
B 2
C 3
D 4

SAMPLE ITEM: *Type 2*

2. Which completes the sentence below?

Verdi's _____ is a popular opera.

A La Boheme
*** B** La Boheme
C "La Boheme"
D "La Boheme"

OBJECTIVE: 2.12

GRADE 8: LANGUAGE ARTS **GOAL: PUNCTUATION**

SKILL: Recognize that names of ships and airplanes are underlined.

STIMULUS ATTRIBUTES:

A. Format

Type 1 four numbered sentences in a box followed by a direct question such as: In which sentence should a title be underlined?

Type 2 a boxed incomplete sentence preceded by a direct question such as: Which completes the sentence below?

B. Content

Types 1 and 2 vocabulary seventh grade or below

C. Directions

Type 1 Read the sentences below; then answer question ( ).

Type 2 N/A

RESPONSE ATTRIBUTES:

A. Format

Type 1 four numbers corresponding to sentences listed vertically in ascending or descending order

Type 2 the same title with different punctuation listed vertically four times

B. Options

Type 1 correct response: the number of the sentence requiring an underlined title
distractors: numbers of sentences with titles requiring quotation marks

Type 2 correct response: the title correctly underlined
distractors: the title incorrectly punctuated

SAMPLE ITEM: *Type 1*

Read the sentences below; then answer question 1.

1 Singing in the Rain was a popular song.
2 Electronics is a chapter in the textbook.
3 The Gold Bug is a short story by Poe.
4 I sailed to England on the Queen Mary.

1. In which sentence should a title be underlined?

A 1
B 2
C 3
• **D** 4

SAMPLE ITEM: *Type 2*

2. Which completes the sentence below?

The _____ sailed for England yesterday.

A Queen Mary
• **B** Queen Mary
C "Queen Mary"
D "Queen Mary"

OBJECTIVE: 2.13

GRADE 8: LANGUAGE ARTS **GOAL: PUNCTUATION**

SKILL: Recognize the correct use of apostrophes in contractions.

STIMULUS ATTRIBUTES:

A. Format

Type 1 a boxed incomplete sentence preceded by a direct question such as: Which completes the sentence below?

Type 2 four numbered sentences in a box followed by a direct question such as: Which sentence is CORRECTLY punctuated?

B. Content

Types 1 and 2 vocabulary seventh grade or below

Type 2 same or different sentences containing four contractions

C. Directions

Type 1 N/A

Type 2 Read the sentences below; then answer question ( ).

RESPONSE ATTRIBUTES:

A. Format

Type 1 four contractions of the same verb listed vertically from short to long

Type 2 four numbers corresponding to sentences listed vertically in ascending or descending order

B. Options

Type 1 correct response: the correctly punctuated contraction
distractors: incorrectly punctuated contractions

Type 2 correct response: the number of the sentence with a correctly punctuated contraction
distractors: numbers of sentences with contractions incorrectly punctuated

---

SAMPLE ITEM: *Type 1*

1. Which completes the sentence below?

I _____ see the moon tonight.

A cant
* **B** can't
C cain't
D cann't

SAMPLE ITEM: *Type 2*

Read the sentences below; then answer question 2.

1	**I cant see the moon tonight.**
2	**I can't see the moon tonight.**
3	**I cain't see the moon tonight.**
4	**I cann't see the moon tonight.**

2. Which sentence is CORRECTLY punctuated?

A 1
* **B** 2
C 3
D 4

OBJECTIVE: 2.14

GRADE 8: LANGUAGE ARTS **GOAL: PUNCTUATION**

SKILL: Recognize that the apostrophe is used to form the possessive of nouns and (some) pronouns.

STIMULUS ATTRIBUTES:

A. Format	no more than three boxed sentences, one of which is incomplete, preceded by a direct question such as: Which completes the sentence below?
B. Content	vocabulary seventh grade or below
C. Directions	N/A

RESPONSE ATTRIBUTES:

A. Format	the same noun or pronoun with different punctuation listed vertically four times
B. Options	correct response: the possessive noun or pronoun with correct punctuation as it is used in the sentence distractors: the noun or pronoun with incorrect punctuation as it is used in the sentence

---

SAMPLE ITEM:

1. Which completes the sentence below?

The _____ handbag matched her shoes.

A girl
B girls
C girls'
• **D** girl's

OBJECTIVE: 5.1

GRADE 8: LANGUAGE ARTS **GOAL: USAGE**

SKILL: Recognize correct subject-verb agreement.

STIMULUS ATTRIBUTES:

A. Format a boxed incomplete sentence preceded by a direct question such as: Which completes the sentence below?

B. Content vocabulary seventh grade or below

C. Directions N/A

RESPONSE ATTRIBUTES:

A. Format four subjects or verbs listed vertically

B. Options correct response: the verb or subject which completes the sentence
distractors: other verbs or subjects

SAMPLE ITEMS:

1. Which completes the sentence below?

> **Correct grammar _____ necessary for good writing.**

* **A** is
B am
C are
D were

2. Which completes the sentence below?

> **The _____ is going on a field trip tomorrow.**

* **A** class
B schools
C classes
D students

OBJECTIVE: 5.2

GRADE 8: LANGUAGE ARTS **GOAL: USAGE**

SKILL: Identify a collective noun.

STIMULUS ATTRIBUTES:

A. Format a boxed sentence with four underlined words preceded by a direct question such as: In the sentence below, which is a collective noun?

B. Content
1. vocabulary seventh grade or below
2. sentence containing one collective noun and at least three other nouns

C. Directions N/A

RESPONSE ATTRIBUTES:

A. Format four nouns listed vertically

B. Options
correct response: the collective noun
distractors: other nouns from the stimulus sentence

SAMPLE ITEM:

1. **In the sentence below, which word is a collective noun?**

> **The class went on a picnic in the city park.**

A city
B park
* **C** class
D picnic

OBJECTIVE: 5.3a

GRADE 8: LANGUAGE ARTS **GOAL: USAGE**

SKILL: Identify nouns functioning as: subject.

STIMULUS ATTRIBUTES:

A.	**Format**	a boxed sentence with four underlined words preceded by a direct question such as: In the sentence below, which is the simple subject?
B.	**Content**	vocabulary seventh grade or below
C.	**Directions**	N/A

RESPONSE ATTRIBUTES:

A.	**Format**	four words listed vertically
B.	**Options**	correct response: the subject of the stimulus sentence distractors: other underlined words from the stimulus sentence

---

SAMPLE ITEM:

1. In the sentence below, which is the simple subject?

> **The girl threw the basketball to the little boy.**

A boy
* **B** girl
C threw
D basketball

OBJECTIVE: 5.3b

GRADE 8: LANGUAGE ARTS **GOAL: USAGE**

SKILL: Identify nouns functioning as: direct objects.

STIMULUS ATTRIBUTES:

A. Format a boxed sentence with four underlined words preceded by a direct question such as: In the sentence below, which is the direct object?

B. Content vocabulary seventh grade or below

C. Directions N/A

RESPONSE ATTRIBUTES:

A. Format four words listed vertically

B. Options correct response: the direct object from the stimulus sentence
distractors: other words from the stimulus sentence

SAMPLE ITEM:

1. In the sentence below, which is the direct object?

> **The boy threw the basketball to the little girl.**

A boy
B girl
C threw
* **D** basketball

OBJECTIVE: 5.6

GRADE 8: LANGUAGE ARTS **GOAL: USAGE**

SKILL: Identify action verbs.

STIMULUS ATTRIBUTES:

A. Format a boxed sentence with four underlined words preceded by a direct question such as: In the sentence below, which is the action verb?

B. Content vocabulary seventh grade or below

C. Directions N/A

RESPONSE ATTRIBUTES:

A. Format four words listed vertically

B. Options correct response: the action verb from the stimulus sentence
distractors: other words from the stimulus sentence

SAMPLE ITEM:

1. In the sentence below, which is the action verb?

> The director shouted directions to the actors.

A actors
• **B** shouted
C director
D directions

OBJECTIVE: 5.8

GRADE 8: LANGUAGE ARTS **GOAL: USAGE**

SKILL: Identify verb forms of be.

STIMULUS ATTRIBUTES:

A. Format a boxed sentence with four underlined words preceded by a direct question such as: In the sentence below, which is a form of to be?

B. Content vocabulary seventh grade or below

C. Directions N/A

RESPONSE ATTRIBUTES:

A. Format four words listed vertically

B. Options correct response: the form of the verb be from the stimulus sentence
distractors: other words from the stimulus sentence

SAMPLE ITEM:

1. **In the sentence below, which is a form of to be?**

> **We were climbing rapidly to our seats when the football game began.**

- **•A** were
- **B** seats
- **C** began
- **D** climbing

OBJECTIVE: 5.11

GRADE 8: LANGUAGE ARTS **GOAL: USAGE**

SKILL: Identify proper and common adjectives.

STIMULUS ATTRIBUTES:

A. Format a boxed sentence with four underlined words preceded by a direct question such as: In the sentence below, which word is used as a common (proper) adjective?

B. Content
1. vocabulary seventh grade or below
2. sentence with at least one common (proper) adjective

C. Directions N/A

RESPONSE ATTRIBUTES:

A. Format four words listed vertically as they appear in the sentence

B. Options correct response: a common (proper) adjective from the stimulus sentence
distractors: other words from the stimulus sentence

SAMPLE ITEMS:

1. In the sentence below, which word is used as a common adjective?

The little children quietly watched the Indian ritual.

* **A** little
B quietly
C watched
D Indian

2. In the sentence below, which word is used as a proper adjective?

The little children quietly watched the Indian ritual.

A little
B quietly
C watched
* **D** Indian

OBJECTIVE: 5.13

GRADE 8: LANGUAGE ARTS **GOAL: USAGE**

SKILL: Identify adverbs expressing how, where, why and to what extent and modifying verbs, adjectives, and other adverbs.

STIMULUS ATTRIBUTES:

A. Format a boxed sentence with four underlined words preceded by a direct question such as: In the sentence below, which word is used as an adverb?

B. Content
1. vocabulary seventh grade or below
2. sentence containing at least one adverb

C. Directions N/A

RESPONSE ATTRIBUTES:

A. Format four words listed vertically as they appear in the sentence

B. Options correct response: an adverb from the stimulus sentence
distractors: other words from the stimulus sentence

SAMPLE ITEM:

1. **In the sentence below, which word is used as an adverb?**

> **The young girl danced slowly across the room.**

A young
* **B** slowly
C across
D room

OBJECTIVE: 5.15

GRADE 8: LANGUAGE ARTS **GOAL: USAGE**

SKILL: Identify pronouns that agree with their antecedents.

STIMULUS ATTRIBUTES:

A. Format	a boxed incomplete sentence preceded by a direct question such as: Which pronoun BEST completes the sentence below?
B. Content	vocabulary seventh grade or below
C. Directions	N/A

RESPONSE ATTRIBUTES:

A. Format	four pronouns listed vertically
B. Options	correct response: the pronoun agreeing with its antecedent or antecedents distractors: other pronouns

---

SAMPLE ITEM:

1. **Which pronoun BEST completes the sentence below?**

> **Neither of the girls brought _____ own book to read.**

A its
B she
* **C** her
D their

OBJECTIVE: 5.16

GRADE 8: LANGUAGE ARTS **GOAL: USAGE**

SKILL: Recognize pronouns that can replace nouns.

STIMULUS ATTRIBUTES:

A. Format

Type 1 a boxed sentence with an underlined noun preceded by a direct question such as: In the sentence below, which pronoun BEST replaces the underlined noun?

Type 2 a boxed incomplete sentence preceded by a direct question such as: Which pronoun BEST completes the sentence below?

B. Content

Types 1 and 2 vocabulary seventh grade or below

C. Directions

Types 1 and 2 N/A

RESPONSE ATTRIBUTES:

A. Format

Types 1 and 2 four pronouns listed vertically

B. Options

Type 1 correct response: the pronoun which replaces the underlined noun in the stimulus sentence
distractors: other pronouns

Type 2 correct response: the pronoun that correctly completes the sentence
distractors: other pronouns

SAMPLE ITEM: Type 1

1. In the sentence below, which pronoun BEST replaces the underlined noun?

Jerry and Jim went to the store.

* **A** he
B him
C them
D their

SAMPLE ITEM: Type 2

2. Which pronoun BEST completes the sentence below?

Sally and _____ had to go home.

A him
* **B** she
C her
D they

OBJECTIVE: 6.1

GRADE 8: LANGUAGE ARTS **GOAL: CONJUNCTIONS**

SKILL: Recognize coordinate conjunctions used to connect words, phrases or clauses of equal rank.

STIMULUS ATTRIBUTES:

A. Format	a boxed sentence with four underlined words preceded by a direct question such as: In the sentence below, which word is used as a coordinating conjunction?
B. Content	vocabulary seventh grade or below
C. Directions	N/A

RESPONSE ATTRIBUTES:

A. Format	four words listed vertically as they appear in the sentence
B. Options	correct response: the coordinating conjunction from the stimulus sentence distractors: other underlined words from the stimulus sentence

---

SAMPLE ITEM:

1. **In the sentence below, which word is used as a coordinating conjunction?**

> **My cousin enjoys practical jokes, but she also has a serious side.**

- **A** enjoys
- • **B** but
- **C** also
- **D** serious

OBJECTIVE: 7.1

GRADE 8: LANGUAGE ARTS **GOAL: PREPOSITIONS**

SKILL: Identify prepositional phrases.

STIMULUS ATTRIBUTES:

A. Format a boxed sentence containing a prepositional phrase preceded by a direct question such as: In the sentence below, which is the prepositional phrase?

B. Content vocabulary seventh grade or below

C. Directions N/A

RESPONSE ATTRIBUTES:

A. Format four phrases or groups of words listed vertically

B. Options correct response: the prepositional phrase from the stimulus sentence
distractors: other phrases or groups of words from the stimulus sentence

---

SAMPLE ITEM:

1. In the sentence below, which is the prepositional phrase?

> **Sitting quietly, the little boy was listening to the teacher.**

A was listening
• **B** to the teacher
C the little boy
D sitting quietly

OBJECTIVE: 8.1

GRADE 8: LANGUAGE ARTS **GOAL: ELEMENTS OF A SENTENCE**

SKILL: Combine effectively two or more sentences.

STIMULUS ATTRIBUTES:

A. Format a boxed set of two or more sentences preceded by a direct question such as: Which sentence BEST combines the sentences below?

B. Content vocabulary seventh grade or below

C. Directions N/A

RESPONSE ATTRIBUTES:

A. Format four sentences listed vertically

B. Options correct response: the sentence which best combines the stimulus sentences
distractors: other sentences using the stimulus sentences

SAMPLE ITEM:

1. Which sentence BEST combines the sentences below?

Barry is a quarterback.
He played a great game the second half.
The coach was very pleased.

A The coach was very pleased that Barry was the quarterback and he thought Barry played a great game the second half.

B The second half of the game, the coach was very pleased with Barry who was the quarterback who played well.

•C Barry, the quarterback, played a great game the second half, and his coach was very pleased.

D Because Barry was the quarterback the second half, the coach was very pleased because he played well.

OBJECTIVE: 8.2

GRADE 8: LANGUAGE ARTS **GOAL: ELEMENTS OF A SENTENCE**

SKILL: Recognize and correct sentence fragments.

STIMULUS ATTRIBUTES:

A. Format

Type 1 a boxed sentence fragment followed by a direct question such as: Which group of words makes the fragment a sentence?

Type 2 a direct question such as: Which is a sentence fragment?

B. Content

Types 1 and 2 vocabulary seventh grade or below

C. Directions

Type 1 Read the sentence fragment below; then answer question ( ).

Type 2 N/A

RESPONSE ATTRIBUTES:

A. Format

Type 1 four phrases or groups of words listed vertically

Type 2 three sentences and one sentence fragment, all without ending punctuation, listed vertically

B. Options

Type 1 correct response: the phrase or group of words which makes the stimulus fragment a sentence
distractors: other phrases or groups of words

Type 2 correct response: the sentence fragment
distractors: complete sentences

SAMPLE ITEM: *Type 1*

Read the sentence fragment below; then answer question 1.

> **Beautiful campsites on the shores of Lake Ouachita.**

1. Which group of words makes the fragment a sentence?

A all year
* **B** are located
C and Lake Norfork
D with swimming areas

SAMPLE ITEM: *Type 2*

2. Which is a sentence fragment?

A Beautiful campsites are for sale
* **B** Beautiful campsites at Lake DeGray
C Beautiful campsites are located at Lake DeGray
D Beautiful Lake DeGray is located near Malvern

OBJECTIVE: 8.3

GRADE 8: LANGUAGE ARTS **GOAL: ELEMENTS OF A SENTENCE**

SKILL: Recognize and correct run-on sentences.

STIMULUS ATTRIBUTES:

A. Format

Type 1	a boxed run-on sentence preceded by a direct question such as: Which sentence BEST corrects the run-on sentence below?
Type 2	a direct question such as: Which is a run-on sentence?

B. Content

Types 1 and 2	vocabulary seventh grade or below

C. Directions

Types 1 and 2	N/A

RESPONSE ATTRIBUTES:

A. Format

Type 1	four sentences listed vertically
Type 2	three sentences and one run-on sentence listed vertically

B. Options

Type 1	correct response: the sentence which best corrects the stimulus run-on sentence distractors: other sentences using words and phrases from the stimulus run-on sentence
Type 2	correct response: the run-on sentence distractors: complete sentences

---

SAMPLE ITEM: *Type 1*

1. Which sentence BEST corrects the run-on sentence below?

> **We were eating breakfast, Dad knocked over the sugar bowl, I choked on a piece of bread.**

A While Dad was eating breakfast, he choked on a piece of bread, and I knocked over the sugar bowl.

B While I was eating breakfast, I choked on a piece of bread, and Dad knocked over the sugar bowl.

C Dad knocked over the sugar bowl while he was eating breakfast, and I choked on a piece of bread.

•D While we were eating breakfast, Dad knocked over the sugar bowl, and I choked on a piece of bread.

SAMPLE ITEM: *Type 2*

2. Which is a run-on sentence?

A While Dad was eating breakfast, he knocked over the sugar bowl.

B Dad and I were eating breakfast.

C We had cereal and fruit this morning for breakfast.

•D I was eating breakfast Dad knocked over the sugar bowl.

OBJECTIVE: 8.4

GRADE 8: LANGUAGE ARTS **GOAL: ELEMENTS OF A SENTENCE**

SKILL: Recognize the simple subject and predicate.

STIMULUS ATTRIBUTES:

A. Format	a boxed sentence preceded by a direct question such as: In the sentence below, which is the SIMPLE SUBJECT (SIMPLE PREDICATE)?
B. Content	vocabulary seventh grade or below
C. Directions	N/A

RESPONSE ATTRIBUTES:

A. Format	four words from the stimulus sentence listed vertically
B. Options	correct response: the simple subject (simple predicate) from the stimulus sentence distractors: other words from the stimulus sentence

---

SAMPLE ITEMS:

1. **In the sentence below, which is the SIMPLE SUBJECT?**

   The boys sell popcorn and drinks at the stadium.

   A sell
   * **B** boys
   C stadium
   D popcorn

2. **In the sentence below, which is the SIMPLE PREDICATE?**

   The boys sell popcorn and drinks at the stadium.

   * **A** sell
   B boys
   C stadium
   D popcorn

OBJECTIVE: 8.5

GRADE 8: LANGUAGE ARTS **GOAL: ELEMENTS OF A SENTENCE**

SKILL: Recognize the complete subject and predicate.

STIMULUS ATTRIBUTES:

A. Format a boxed sentence preceded by a direct question such as: In the sentence below, which is the COMPLETE SUBJECT (COMPLETE PREDICATE)?

B. Content vocabulary seventh grade or below

C. Directions N/A

RESPONSE ATTRIBUTES:

A. Format four phrases or groups of words listed vertically

B. Options correct response: the complete subject (complete predicate) from the stimulus sentence
distractors: other phrases or groups of words from the stimulus sentence

---

SAMPLE ITEMS:

1. **In the sentence below, which is the COMPLETE SUBJECT?**

The lead in the operetta is my sister.

A The lead in
B is my sister
C the operetta is
• **D** The lead in the operetta

2. **In the sentence below, which is the COMPLETE PREDICATE?**

The lead in the operetta is my sister.

A The lead in
• **B** is my sister
C the operetta is
D The lead in the operetta